**Gary Proulx**

**EDU 702.22**

**Spring 2010**

**Wiki Assignment #4: Annotated Bibliography for Literature Review/Mid-Term**

Abdul-Adil, J. & Farmer, A. (2006). Inner-City African American Parental Involvement in Elementary Schools: Getting Beyond Urban Legends of Apathy. *School Psychology Quarterly,* 21(1), 1-12. Retrieved March 14, 2010, from JSTOR database.

African American parents have responded positively to parental involvement programs that emphasize themes of empowerment, outreach, and indigenous resources. Practical strategies for increasing parent involvement in schools with inner-city African American parents.

Barton, A., Drake, C., Perez, J., St. Louis, K, & George, M. (2004, May). Ecologies of Parental Engagement in Urban Education. *Educational Researcher,* 33(4), 3-12. Retrieved March 14, 2010, from JSTOR database.

Study that attempts to understand how parents involvement in their children’s education in terms of space and capital…parents have a network…social context…historical context.

Cooper, C. & Christie, C. (2005, Oct.). Evaluating Parent Empowerment: A Look at the Potential of Social Justice Evaluation in Education. *Teachers College Record*, 107(10), 2248-2274. Retrieved March 8, 2010, from Wilson Web.

Programs are being designed to educate and empower urban school parents to increase their involvement in schools. They receive classroom instruction, educational events outside the classroom, and some even pursue formal teacher training (i.e. “Build your own teacher).

Desimone, Laura (1999, Sept.-Oct.). Linking Parent Involvement with Student Achievement: Do Race and Income Matter? *The Journal of Educational Research,* 93(1), 11-30. Retrieved March 13, 2010, from JSTOR database.

Research suggest that there are significant differences in the relationship between parent involvement and student achievement according to the student’s ethnicity-race and family income.

Hampton, F., Mumford, D., & Bond, L. (1998). Parent Involvement in the Inner-City Schools: The Project FAST Extended Family Approach to Success. *Urban Education,* 33(3), 410- 427. Retrieved from ERIC database (EJ572944).

This article examines parental involvement and philosophies of an urban education model (Project FAST), to develop collaborative relationships between parents and schools. It examines how, in this system, compared to others, student achievement and parental commitments go hand in hand.

Herbert, T. (2001). If I Had a Notebook, I Know Things Would Change: Bright Underachieving Young Men in Urban Classrooms. *Gifted Quarterly,* 4, 174-194. Retrieved on February 25, 2010, from SAGE database.

Despite a preponderance of research on students who fail academicallyin urban schools, this article focuses on how a few studies have examined the academic experienceof high-ability students in urban schools, particularly thosewho do not reach their potential. The study described in thisarticle examined what happens to intelligent urban teenagerswhen they achieve academically.

Hill, Dale. (2004). The Boy and the Rose. *Gifted Child Today,* 27(4), 22-24, 64. Retrieved March 7, 2010, from SAGE database.

Technologically gifted students need to nurtured and their skills recognized. This talent can only be developed if technology is available, and when technology is available at home it makes a huge difference in academic and social performances.

Hoover-Dempsey, K, Bassler, O., & Burow, R. (1995). Parents’ Reported Involvement in Students’ Homework: Strategies and Practices. *The Elementary School Journal,* 95(5), 435-450. Retrieved March 14, 2010, from JSTOR database.

Most parents believe that they should be involved in their children’s homework efforts, however, the level of involvement varies by race, culture, age, family dynamics, etc., and children’s characteristics (child status, learning styles).

Huang G., & Mason, K. (2008 Sept.). Motivations of Parental Involvement in Children’s Learning: Voices from Urban African American Families of Preschoolers. *Multicultural Education,* 15(3), 20-27. Retrieved March 7, 2010, from Wilson Web.

Importance of Parental involvement improves learning, academic achievement, behavior, accountability, social skills, and attendance.

Krajewski, B, & Sabir, L. (200). Every Child a Success: Reaching for a Vision. *Principal,* 79(4), 44-47. Retrieved from ERIC database (EJ601237)

Great article about how Principal Lirah Sabir salvaged a low-achieving, predominantly black elementary school in downtown Memphis. Her vision is to make students integral members of society. Impressive gains in student health and achievement; community, parental, and staff involvement; and curriculum and instruction are explained.

McNamara, E., Weininger E., & Lareau, A. (2003). From Social Ties to Social Capital: Class Differences in the Relations Between Schools and Parent Networks. *American Educational Research Journal,* 40(2), 319-351. Retrieved March 14, 2010, from JSTOR database.

Focusing on Social Capital, the idea that middle class families/parents react collectively to problematic school situations vs. poor families who face inequality and judgments of school officials.

Menard-Warwick, J. (2007). Biliteracy and Schooling in an Extended-Family Nicaraguan Immigrant Household: The Sociohistorical Construction of Parental Involvement. *Anthropology & Education Quarterly*, 38(2), 119-137. Retrieved on March 3, 2010, from Wilson Web.

Focuses on the educational and literacy practices, values, histories, and goals of two sisters-in-law who shared a home and whose daughters both attended the same low-performing school. How they approached their involvement was based on different sets of personal, familial, and community resources.

Moore, J., Ford, D., & Milner, R. (2005). Recruitment is Not Enough: Retaining African American Students in Gifted Education. *Gifted Quarterly,* 49, 51-67. Retrieved on February 25, 2010, from SAGE database.

This article deals with the significant efforts that have been made in identifying and recruiting diverse populations in giftedand enrichment programs. Despite the efforts, too many AfricanAmerican students and other students of color (e.g., HispanicAmericans and Native Americans) are not faring well in giftededucation. In order to improve African American studentretention, it is clear that public school systems must do more.Recruitment is an important component for increasing the numberof African American students in gifted education, but retentionis equally important. Using multiple frameworks, this articleexamines the notion of retention and its many challenges andoffers recommendations for improving the retention of AfricanAmerican students in gifted education.

Nettles, S. (1991). Community Involvement and Disadvantaged Students: A Review. *Review of Educational Research,* (61), 3, 379-406. Retrieved on March14, 2010, from JSTOR database.

Community involvement of social change: conversion, mobilization, allocation of resources, and instruction. This study outlines these four main ideas as follow: *conversion*-bringing the student form one belief to the other, *mobilization-*actions to increase organizational participation in the education process, *allocation of resources-*refers to communities providing resources to children & youth, and *instruction-*programs are designed to assist students with academic development.

Powell-Mikle, A, & Patton, M. (2004). Meaningful Learning with African American Families: The Freedom Quilt Fun Packs. *Childhood Education,* 80(4), 187-199. Retrieved February 25, 2010, from Wilson Web.

Interesting article dealing with how A brief narrative description of the journal article, document, or resourceAfrican American parents have always valued education and recognized it as the key to economic and political freedom. Yet, schools for African American children were not fully established in the United States until the middle of the 20th century. Even today, African American parents are still battling for equitable education for their children. With fewer resources and less experienced teachers, it is no surprise that a gap exists in achievement test scores between African Americans and European Americans. While homework is an established practice in schools, research indicates that it is only effective if it is relevant, creative, and meaningful to the student and parent. When homework meets these criteria, it can have significantly positive effects on African American students' educational aspirations and chances for academic success.

Stewart, E., Stewart, E., & Simons, R. (2007). The Effect of Neighborhood Context on the College Aspirations of African American Adolescents. *American Educational Research Journal,* (44), 4, 896-919. Retrieved on March14, 2010, from SAGE database.

Living in disadvantaged context lowers aspirations among African American adolescents. This has major implications for social mobility over the life course.

Wong, K., & Alkins, K. (1999). Toward Systemic Reform in High-Poverty Schools: A Comparative Analysis of Two Large School Districts. *The Elementary School Journal,* (4)38, 87-101. Retrieved on February 25, 2010, from Wilson Web.

The article addresses A brief narrative description of the journal article, document, or resource.the effects of current school reforms on teaching and learning for students at risk of educational failure were studied by examining systemic reform strategies in two large school districts, Montgomery County (Maryland) and Philadelphia (Pennsylvania). Montgomery County is implementing the "Success for Every Student" program, an educational policy that provides broad strategies and specific tasks for schools. Philadelphia began its "Children Achieving" agenda in 1995. Impacts of these reforms on Title I school wide programs, curriculum standards, assessment, professional development, and parental involvement were studied at the school/classroom and system levels. Overall these two districts indicate that the schools are making efforts to move toward systemic improvements.